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| Curriculum Lead – SEMH ProvisionJob Description |  |

Reporting to: Deputy Head of Centre

Supported by: Head of Department for High Needs and Inclusion

Salary SFCA Teachers’ Scale plus a Responsibility Allowance

You will be required to work up to 5 additional days across the year, including during holiday periods.

Cross college working will be determined according to need.

**Role Overview:**

The Curriculum Lead for SEMH Provision will contribute to the development and delivery of an inclusive, therapeutic, and aspirational curriculum for students with Social, Emotional and Mental Health (SEMH) needs in line with the Atomix Trusts vision for inclusive, aspirational curriculum, supporting therapeutic, inclusive and high needs quality alternative provision.

Working under the direction of the Deputy Head of Centre and in collaboration with the Head of Department for High Needs, the postholder will support the planning, coordination and continuous improvement of curriculum pathways that promote engagement, wellbeing and progression. This includes ensuring that curriculum delivery supports both academic and personal development, and that students are prepared for successful transitions into further education, training or reintegration into mainstream provision.

The postholder will also contribute to quality assurance, student voice, staff development and external liaison with local authorities and agencies, with a strong emphasis on trauma-informed practice, inclusive pedagogy and positive destination planning

Responsibilities may change with time and further college initiatives but, in the first instance, they will include:

**Key Responsibilities:**

**Curriculum Development and Implementation**

1. Lead on the development of a broad and flexible curriculum that meets the needs of SEMH students, incorporating core subjects, vocational pathways, and therapeutic interventions.
2. Align curriculum planning with the SEMH strategic plan to ensure an inclusive, skills-based approach to education.
3. Support the development of the Trusts vision to develop SEND, SEMH, and AP that meet the complex needs of pupils referred into Stockton Sixth form College SEMH/Anxious Student provision
4. Develop and implement curriculum pathways that support a mix of academic, vocational, and life skills-based learning.
5. Ensure all curriculum developments support progression into further education, employment, or reintegration into mainstream education.
6. Foster and support the Trusts culture of inclusion, ensuring all students receive a bespoke trauma-informed curriculum offer with progression to post 16 and/or reintegration

**Teaching and Learning**

1. Working with the Deputy Head of Centre and Head of Department for High Needs and Inclusion, provide guidance in teaching strategies and curriculum design to enhance engagement and outcomes for SEMH students.
2. Support teaching staff in developing strategies for differentiation and personalised learning.
3. Ensure curriculum content includes mental health awareness, resilience-building, and emotional literacy.
4. Develop cross-college collaborations to provide holistic learning opportunities.

**Quality Assurance and Monitoring**

1. Monitor student engagement, attainment, and progression, ensuring curriculum effectiveness.
2. Support the review and evaluation of curriculum impact using data analysis and feedback from students, staff, and stakeholders.
3. Work with college quality team on subject-specific quality assurance processes, including deep dives and self-assessment reports.
4. Collaborate with external partners, including awarding bodies and local authorities, to ensure compliance with quality standards.
5. Provide timely reports and updates to Deputy Head of Centre and Local Authority regarding student progression, transition updates and quality monitoring.

**Student Support and Progression**

1. Work alongside student services to ensure wrap-around support, including mentoring, mental health interventions, and enrichment opportunities.
2. Lead on the coordination of student Educational Health and Care Plans (EHCPs), ensuring a clear and centralised approach.
3. Develop transition plans for students, supporting reintegration into mainstream education or alternative progression routes.
4. Monitor and support students at risk of disengagement, ensuring appropriate interventions are in place.

**Collaboration and Stakeholder Engagement**

1. Work closely with local authorities, parents/carers, and external agencies to ensure student needs are met.
2. Work with schools to identify and co-ordinate staff training where it is needed to improve the quality of provision provided to enable successful transition for students back to their mainstream school.
3. Contribute to school liaison activities, including student recruitment and partnership development.
4. Support training and CPD opportunities for staff to enhance SEMH teaching practices.
5. Liaise with the Exams and Data Team to identify and support students requiring access arrangements.
6. Attend and contribute to local authority panel meetings, representing the SEMH provision and advocating for student support needs. Ensure timely and effective communication between the college, local authorities, and other stakeholders regarding student progress and placement decisions.

**General Responsibilities**

1. Uphold the college’s mission, vision, and values in all aspects of work.
2. Promote safeguarding and well-being practices for all students.
3. Support professional development initiatives for staff in SEMH teaching and learning.
4. Attend departmental and cross-college meetings as required.
5. Contribute to the continuous improvement of SEMH provision.

This job description sets out the main responsibilities for the postholder but is not intended to be an exhaustive list. Specific duties may change from time to time without changing the general nature of the post and the postholder is expected to be flexible in the range of responsibilities they undertake commensurate with the responsibility and salary.

Signed ……………………………………………………………. Dated ….............................

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| Curriculum Lead –SEMH ProvisionPerson Specification |  |

**ESSENTIAL**

* Degree in a relevant subject area.
* Professional teaching qualification (e.g., PGCE, QTS).
* Knowledge of SEMH needs and best practices in supporting students with additional needs.
* Experience in curriculum development and quality assurance.
* Ability to lead and inspire teaching staff in the development of inclusive curriculum strategies.
* Strong administrative and organisational skills.
* Commitment to safeguarding and promoting the welfare of students.

**DESIRABLE**

* SENCO qualification or willingness to complete training.
* Experience in staff training and development.
* Familiarity with EHCP processes and High Needs Funding (HNF).
* Knowledge of vocational and employability pathways for students with SEMH needs.
* Experience in working with external agencies and multi-agency teams.